

Evaluation Report for the LSTA

by

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Executive Summary

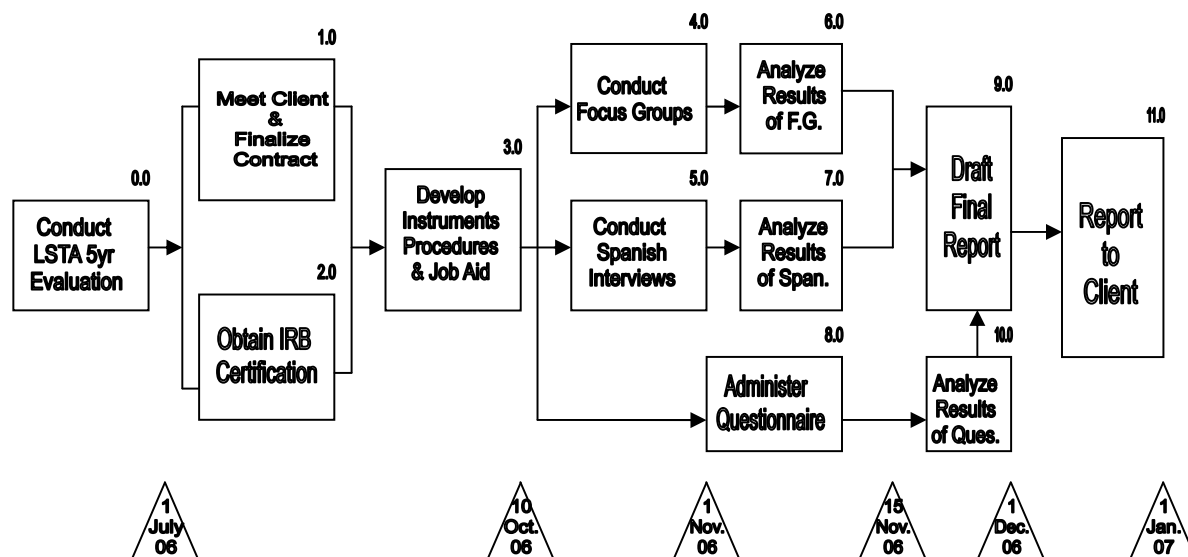
The Library Services and Technology Act (1998) has provided Federal government funding for states to upgrade library services with computer based technologies. In the process many librarians have noted that information technology is evolving rapidly and that libraries must keep up to date to satisfy the needs of the public. At the same time, librarians are constantly challenged to upgrade their skills in using these technologies. Patrons are looking to access their information via cyberspace rather than from books on the shelves. Smaller libraries are given the chance to expand and provide resources to the community that would typically be found in larger libraries.

The State of Utah Library Division is currently conducting an evaluation of its participation in the Library Services and Technology Act (LSTA). Utah State University (USU) is participating in one segment of this evaluation and the purpose of this report is to document the specific activities and findings of this portion of the evaluation.

Methods Used for Gathering Data

The evaluation plan determined by the State of Utah Library Division uses three approaches designed to examine achievements and issues related to LSTA: focus groups, a statewide survey and interviews with Spanish speaking patrons. USU is involved in each of these approaches, which explore selected goals and objectives from the grant recipient's point of view as well as that of library patrons. We will discuss two of these three approaches, the focus groups and interviews with Spanish patrons individually followed by a summary of the data gathered. The statewide survey results will be reported in a separate report. At the end of this document we will also show a comparison of the results from the 2001 Evaluation and this Evaluation.

The following chart illustrates the time-line and steps used in this evaluation:



Findings

Patrons have expressed that increased access to the library from home has been an asset to them. They enjoy browsing the catalogue, checking their accounts for overdue books, and looking for library events. Not all patrons have access to the library from home due to their personal circumstances, but if they lack computer access at home, they can have similar access on library computers or other Internet-connected computers, e.g. at work.

The way many patrons use materials in the library has changed as well. The Internet provides databases with vast amounts of information. In addition, Patrons can download electronic books. One difficulty reported is that staff has to help patrons search credible sources such as PIONEER and not Google searches (the addition of the "Google Scholar" feature in mid 2006 may change that concern somewhat). Still, accessing accurate information from reliable sources requires sophistication with the Internet that many patrons lack.

Some libraries do not participate in the LSTA grant for various reasons. Some librarians feel that the grant writing process is complicated and have never written a grant before. Librarians from smaller libraries state that they lack the time and personnel to write a grant, along with resources required to travel to and from Salt Lake City for consultation. They see LSTA as becoming more competitive and harder to obtain.

Spanish speaking patrons frequently use public libraries. These patrons are mainly concerned with the lack of Spanish resources as well as the quality of those resources. They use resources that are both Spanish and English. These resources range from books,

CD's, DVD's, and computers. Of the patrons that were interviewed, most were not aware of any library staff that spoke Spanish.

Several libraries have sought out vendors to provide services. Other libraries have access to a budget and don't need to rely on LSTA. One library had a year to year budget provided by their county and 30% of that budget went to computer upgrades.

Receiving funds from LSTA and constantly seeking to upgrade library technology also has its drawbacks. Smaller libraries noted that they run out of space in their buildings and need grants to expand. A major ongoing concern has been the need for maintenance and the specialist support for the new technologies. One library runs everything off of Library Solutions, an Internet-based service; so that when the Internet goes down they have no access to circulation information or library records. Some librarians have had to learn how to upgrade and maintain the technology on their own time. School libraries have to share technicians with the entire district.

Other difficulties include not having enough computers for patrons to work on. One patron complained about not having access because another patron was playing video games. These situations put an extra role on librarians to monitor patron use and make determinations of the worth (or legality) of various patron activities. Staff also feels pressure by having to help patrons on computers or assist them in using the databases, while trying to perform their normal responsibilities.

Training has become somewhat more difficult for the smaller libraries. Larger libraries are able to do in-house trainings or are closer. Staff in smaller libraries find it hard to travel to headquarters in Salt Lake City for training. Some staff also feel less proficient and hesitant to go to trainings with more proficient staff.

In spite of the negatives, librarians feel that LSTA provides many positives. Many librarians have shown appreciation for the upgrades they have received and feel that they are able to offer much more in terms of services to their patrons. Without LSTA, the relevance of today's librarians to current society would diminish each year.

A team of graduate students and faculty from the Department of Instructional Technology at USU was selected to conduct the focus group interviews. This current study was a five year follow-up to an earlier study (Gilbert & Burnham 2001). These interviews are intended to provide information concerning the feelings and attitudes of the library users community towards the issues and impact associated with the grant program. The users include library administrators, library personnel, and library patrons.

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Focus Group Interview (FGI) Evaluation Project Activities

Douglas Abrams and Cheryl Hyman of the Utah State Library Division were responsible for setting up the FGIs. Eighteen groups were originally planned, but one group in the Uintah Basin was eliminated due to scheduling difficulties so there were a total of 17 FGIs conducted. These interviews took place during September and October 2006.

In the focus groups, two researchers were involved: one as discussion leader and one as a recorder, using a laptop computer. Each F.G. session was audio recorded. After conducting the session, the recorder was responsible to listen to the audio recording and to verify that all important ideas were captured in the notes. No attempt was made to obtain transcription, but rather the notes reflected important points made during the discussion. Individuals making statements were deliberately not identified, thus preserving a measure of anonymity for participants. Prior to conducting the focus group sessions with library personnel, but not the ones for patrons, an information sheet about LSTA was distributed. That “fact sheet” is appended in Appendix C. Some participants expressed appreciation for this review of important facts, so that interviewees could all be speaking “on the same page.”

Each of the FGI facilitators documented their findings and a separate team analyzed and compiled the material. This analysis was intended to discover trends and

issues among the people interviewed. Additionally, these interviews were analyzed across groups to provide an understanding of shared concerns among the various groups.

One important aspect of this FGI project was careful identification of homogeneous groups in respect to their role related to the library. Additionally, libraries of like size were grouped in as far as possible. Suggestions for groups included:

- Library administrators
- Academic library directors
- Public library directors
- School library media coordinators
- Resource sharing/Interlibrary Loan Lenders
- Reference/public service librarians
- Library patrons

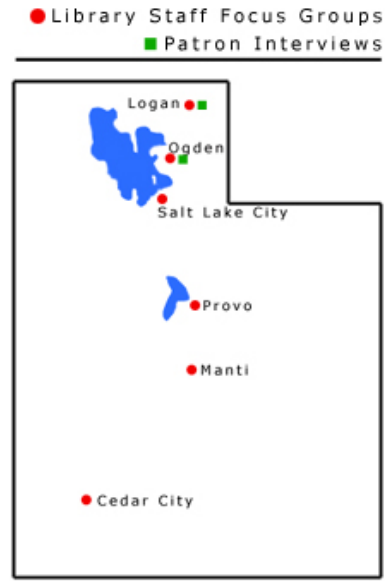
Research questions were as follows:

1. To what extent has LSTA affected the degree of automation in community libraries (bibliographic access, circulation control, Internet access)?
2. What barriers do librarians (administrators and others) face in participating in LSTA?
3. How has LSTA affected access by patrons?
4. How effective are Utah libraries in meeting the needs of non-English speaking patrons (especially Spanish speakers)?

The cooperation of the State Library Division was essential in forming the groups. The research team appreciated the efficient and professional manner in which groups were brought together.

The analysis of the FGI results was accomplished by team members who read and organized the transcripts from the interview. The data from all 17 interviews were used in the analysis. Interviews were typically attended by an average of about 5 to 6 individuals and lasted about 1 to 2 hours. Some interview participants drove great distances to take part in the interviews. (For example, a number drove from Cedar City and St. George to attend interviews in Logan although in the case of two groups, the interviews were scheduled to coincide with the statewide meeting of academic librarians, also held in Logan.)

The following map shows the locations of each of the focus groups. As mentioned above, one session scheduled for the Uintah Basin was canceled and participants were asked to attend the meeting in Provo.



The kinds of people that provided data for this report were purposefully chosen to provide information that would be representative of the state at large and that would help us describe the feelings, issues, problems, and concerns that may be associated with the LSTA project. The following results section provides that information in a bullet form, to provide the information as succinctly as possible.

FGI Results Summary

The following outline represents a summary of the results from the LSTA participant focus group interviews. These results were combined because the responses to interview questions were very similar. Each question has been divided into two sections: (1) Positive Comments and (2) Concerns. No analysis relating to frequency is represented by the arrangement of the responses.

1. How do you plan to sustain your needs for upgrading your technology infrastructure? Does your library have a technology plan? A technology budget?
(Focus groups 1, 2, 3, 4, 6, 7, 9, 10)

Positive Comments:

- Libraries have a 3-4 year rotation to buy and upgrade computers and workstations.
- Many will depend on grants for funding.
- Property taxes account for most of the library funding for one library. New initiatives are funded through revolving capital accounts.
- One library, North Logan, has a new line item for technology.
- Yes, all libraries have a plan - they are required to have a technology plan.
- The state web site has useful samples of how to fill out a five-year plan.
- The Library Board is generally very helpful at developing the technology plan.
- Every computer from some libraries has been a result of LSTA. They need support from LSTA to maintain, upgrade and replace computers.
- Cedar City does not have a technology budget. They have a plan, but will not have a budget until 2008.
- One library has a technology committee on the library and county levels. Both committees review most projects.
- One library has a technology committee that monitors and reviews the plan because technology tends to be a moving target. They also work with vendors to get discounts that include phone companies and so forth. For example, they get wireless for free from x-mission.
- A library also had money built into the budget to address the upgrade for their computer system, the addition of a security system, and the upgrade of their computer management system.
- Every plan has to be re-evaluated each year. You aren't held to the plan, but you have to have a plan.
- Technology money helps the Federal Government keep tabs on what is going on. Most libraries don't have the proper technology funds by themselves, so they go through other means.
- One group member mentioned that there was a technology plan and budget; however, there were not automatic financial increases. "The city council also decides" how to distribute technology budgets.
- A librarian from a larger library mentioned that their libraries budget for their technology plan exists year to year. In this budget 30% of the funds go straight to technology upgrades. This budget also provides current Internet connections, printers, computers and networks for patrons and library staff. The information systems department through the city administers these funds.
- There is not necessarily a "technology" budget, but there is funding in the budget for technology.

- One librarian was able to use funding to go from 30 audio books to 150.
- Some libraries have good systems for repairs. One has a technology department that visits them once a week. They just have to submit an electronic ticket for computer repair.
- All upgrades happen with LSTA and district matching funds. One school competes for part of the district budget, as well as competing with other departments in the school.
- School districts rely on LSTA to upgrade everything.

Concerns:

- Not all school districts have plans. At a certain middle school there is no budget for technology in the library. The library might get some of the school's technology money, but it is not guaranteed.
- While everyone has a plan, some librarians carry the whole burden of developing and executing their library's technology plan. This is a massive task and heavy burden to bear alone.
- It's difficult to adjust the plan with so much new technology always appearing. It's tough to plan anything when you get \$7500 for 3 pieces of equipment and they're outdated in 5 years.
- Everyone is forced to have a plan, but once funds are received there is a problem because there are not sufficient funds to support the library.
- The LSTA grant writing process is redundant and takes too long to complete.
- Some librarians wanted to copy North Logan and develop a line item in their budget.
- One librarian felt totally ignorant of the grant-writing process.
- There could never be too many computers. Many small libraries only have 2-20 computers. There is a need for new computers, as well as wireless capabilities in rural centers so people can tap into the connectivity.
- Smaller libraries don't have an in-house technology expert. Librarians serve as the technology person and they do it all. They need a weekly visit or call from a technology person.
- Most libraries need a "computer guy" for training and upkeep.
- There could be a state rep that is based regionally who knows their systems.
- Grants are great, but LSTA grants cannot be depended on exclusively.
- Most budgets aren't sufficient, so libraries have to turn to capital funding or other means.
- Many libraries need building grants. They are running out of space.
- They have plans, but they don't always work.
- Some technology budgets only account for technicians.
- Library technology falls back if there is no budget to keep it updated.

- There hasn't been enough in the budget to update older computers that are specifically used for children's games (one library had some excess older computers).
- It's been challenging to be responsive to new technologies. One of the reasons is the lack of staff support. They receive the hardware and the software, but implementation and support issues are too complex for them. One library is working with their city MIS department to try and get them more involved. No grant can help with a lack of staff.
- It's difficult to train staff to use and promote new technology. It's difficult to implement new technology on a staff level because there is no one that coordinates training.
- No one has enough in their budget to implement everything. Some grants supply the initial step, but there isn't enough to keep going.
- It would be nice to provide a technology repairman for school librarians. They have to read a 300-page manual to figure some problems out.
- LSTA calendars don't align with school calendars. It's hard to fit it in with the school year.

2. How would you characterize the effectiveness of the automated systems (bibliographic access, circulation control, Internet access) in your library? (1, 2, 3, 4, 6, 7, 9, 11, 12, 13)

Positive Comments:

- Great. User friendly. Spanish speaking populations are also able to use these systems effectively.
- Would be in a mess without LSTA grants to upgrade equipment.
- Automated systems are very effective and work well for the libraries.
- The online systems that have been purchased have also been very effective and worked with our smaller library size.
- Our system has all the functions that we need. How do we make the public aware of them and train them on it?
- The changes in upgrades to catalog have been really wonderful. It has made our catalog a much more powerful tool, both for librarians and for the public if they know how to use it.
- Online services are appreciated. Patrons can renew books online, they can place holds online. Even some of the elderly patrons that seem confused at first with the technology try to learn as time continues.
- You don't have to go to a certain database and mine through the data. It's so much easier now. It has been great for PIONEER, great for us and great for our patrons.
- We did training through the information center and that helps.

- Having these systems speeds up the processes of distributing materials. It is nice to be able to see the tracing of packages online. Patrons appreciate us using these systems to track their materials as well.

Concerns:

- The need for a grant is great because of the cost to keep systems updated. This isn't always considered in the budget. An outdated server crashed and librarians had to pile books. They find that they can't run libraries without technology.
- A standalone system is needed as a backup for when the system is down. On each station. A good back is essential up to have.
- Program costs & technology support are other costs that need to be considered when making upgrades.
- Libraries have problems with older "dinosaur" machines.
- The potential of the system is not an issue; it's training the public to really be able to utilize the access that's available to them. It's becoming easier as the general public gains more sophistications.
- We have really only been disappointed with the checkpoint RFID. It hasn't worked quite as well as we hoped it would. If you want to find a way to steal from the library, you can find many ways to do that, and patrons figure that out real quick.
- Security continues to be a concern for us, particularly as you look at the governing authorities. They don't often understand what it would cost for us to secure those materials. We are now talking about using the self checkout at our branches but we've really had to debate about whether to use the gates or not. Our theft problems are not people stealing a little bit at a time; it seems like every year there is someone who wants to rip us off big time.
- Wireless- We have adopted wireless quite early. They bring in their laptop and we'll provide the access. Hardware is a challenge if they don't already have wireless. The percentage of people who are using it is increasing with the use of our wireless. We have implemented federated searching.
- The moment you say the word computer, it seems like you're going to have problems. (Laughter. Agreement.)
- We're using Library Solutions and it's Internet-based, so if it goes down, we're in trouble because our circulation, bibliographic and everything's all on the Internet.
- Monroe: We don't have a strong bibliographic system; our circulation is bad because it is an old system.
- The problem is that we don't have a technology person to help us keep things running. A separate, reliable, full-time computer technology person would help us a lot to keep the computers running good. The budget may be too small for this.
- If all of the smaller libraries in the state could use the same software program, it would be good and we could all get training on how to manage this on our own.

- All librarians have regular Internet access in their libraries; however, costs for the Internet vary.
- E-rate (by federal government) requires a lot of paperwork; it's not worth the money
- Your physical network can be fine now and you never know when you need an upgrade. You have to get a server upgrade every 4-5 years. More bandwidth, more and more auxiliary servers, proxies, that gets beyond your system servers, the demands are just getting to be more. Video Streaming servers will really impact us in the future.
- For ILL Lenders it all depends on the libraries used. Filters make using these systems hard. If other libraries systems are not compatible with ours it makes it very difficult.
- Often, the automations take a lot of time. Some patrons wish they could just manually select books instead of going through automated systems.
- Specific site issue: all staff computers run through the city server which slows down run time which means public users have faster access than employees
- There is a lack of employee and patron training which leads to a lack of automated system effectiveness.
- There is a desire for more simplistic system so it is easier for patrons. i.e. Google search

3. In the last 3-4 years how has LSTA impacted the information technology used to support your services? (Focus groups 1, 2, 4, 6, 7, 8, 9, 10, 11, 13)

Positive Comments:

- Support from LSTA has been vital to libraries' success.
- It is a supplement to help accomplish objectives. i.e. digitization of newspapers.
- It helps free up funds for other projects or to help sustain the current projects.
- It gives leverage money to obtain other funding.
- High school students use PIONEER extensively as they have access to so many databases.
- Special Ed classes have been encouraged more to use large print books or the digital libraries.
- Grants for audio or digital books have been quite helpful.
- Once updated computers and servers were placed in one library, its use tripled. The computers are faster and handle better. There is less frustration on the part of the users.
- The most highlighted benefit is the sharing of resources and information. Interlibrary loan service can be very expensive. With this money, students can borrow resources without having to pay anything. Students can benefit from a wide range of libraries. LSTA has enhanced education qualification for students.
- LSTA has greatly enhanced services offered.

- Libraries wouldn't have technology without LSTA.
- Libraries now have new computers, new servers and new printers
- Libraries apply yearly for development grants and usually get something. There are no permanent moneys, which makes the process more competitive.
- Many libraries would have a difficult time staying up-to-date without LSTA.
- County budgets can be enhanced because of the state support from LSTA.
- LSTA has made it possible for rural libraries to gain Internet access. Now people in Parawon have the same resources as people on the Wasatch Front.
- One library uses LSAT as leverage for their integrated library system. It's difficult
- One library just received 3 new computers through LSTA.
- Most libraries wouldn't be able to work without the changes made possible by LSTA – replaced stations, scanners and printers.
- Libraries have had a major jump because of the LSTA grants – wireless, the machines finally work and provide faster Internet.
- Some of the most significant impacts are PIONEER and Resource Sharing.
- Grants are also used for interlibrary resource sharing. This creates direct benefits for patrons as there are no charges for the community because of the LSTA funding.
- LSTA funding is used to upgrade and digitize newspapers.
- LSTA has afforded libraries the opportunity to stay current in technology. Competitive grants help libraries upgrade computer information systems.
- LSTA funded a satellite that was purchased to connect a bookmobile to the library's existing system.

Concerns:

- Some libraries don't have time to write an LSTA. Getting all the documents going to all the meetings, reporting back, getting to city/county offices to get copies of checks, etc. – it's too laborious.
- One library didn't qualify for LSTA funding because they did not meet the child Internet protection requirements.
- One of the weaknesses of LSTA has been in follow up in terms of performance audit. Only the largest libraries can afford performance auditors.
- One librarian's boss applied for an LSTA grant, but had a bad experience.
- There is a concern that LSTA funds for new systems won't be available in the future because more and more people will be requesting grants.
- There is not enough learning software available.
- LSTA could provide services and more information on workshops and other trainings.

4. How has LSTA affected access to information by your patrons (students and teachers)? (Focus groups 1, 2, 4, 6, 7, 8, 9, 10, 11, 12)

Positive Comments:

- Increased number of people that come in to use the Internet. Circulation improved because of the larger number of people coming in. It's the only way we'd have this access. Comcast is expensive. Patrons come to the library because of it. (audio books down-loadable)
- More information is on the computer than ever before, so it's important to have this technology.
- Books are ordered online and this couldn't have been done without LSTA
- Some genealogists use Heritage.
- E-audio is helpful. A download comes through faster because of the technology.
- LSTA has leveled the playing field for libraries of all different sizes through PIONEER. More patrons know about PIONEER than used to. This is possibly due to the information given at the schools.
- Patrons expect to have all information very accessible. They want information instantly from all over the world. Libraries are changing and patrons look for online information before they try to obtain information from books.
- It takes a fair amount of money and a highly educated staff to sustain these changes. LSTA provides the funds for our library to do this.
- PIONEER has been great. It opens access to a lot of information which was not available before. Because those are some databases that we would otherwise have to purchase. PIONEER and Internet is significant, in our case it's more than beneficial, it's critical.
- Organization of PIONEER is so easy for the public to use. If the schools didn't have access to PIONEER we would be overrun, whereas now at least the schools have PIONEER during the day. PIONEER is a true benefit to us.
- The state mandates that we have filters; we cannot get a grant without them. (This is a good thing.)
- We have really liked the technology for encyclopedias. Our printed books are quite out of date, so technology allows us to access more current information.
- We are able to give access to information that was previously restricted. We are able to give information really to the whole world that was at one point only available to those who were traveling to Utah to go through the archives. The digitization project is an example of this. The U of U created the system and made it easy and inexpensive for smaller schools to make available artifacts to everyone.
- We have an 80% Hispanic population and 6 bilingual classrooms. We show them that they can compete and learn like those who have computers at home.
- Without the grants our students would be back in the dark ages.
- Through the website all of information is accessible to patrons at home or any where in the world. Desktop delivery of materials has been convenient for patrons.

- “Without the LSTA, people wouldn’t be able to place things 'on hold' from home.” Patrons love this convenience. The LSTA has provided the systems currently in place. Without the LSTA, these systems would not otherwise be available.
- The participants described how technology is ever changing, and how quick it changes. Without the LSTA, their systems would not be upgraded like they currently are. Librarian tools such as inventory scanners have been amazingly helpful in providing a better service to the libraries patrons.

Concerns:

- There has been a decrease in circulation because patrons get information on the Internet.
- Encyclopedias sit on the shelf more as patrons access books on Internet.
- Some issues arise with smaller staffs. They need more training and can’t help all of the patrons at once. This causes more stress on the staff.
- PIONEER is hard to navigate. It can be hard to find what you want. Sometimes they default to Google and obtain a lower quality of data.
- It would be good to advertise abilities to users other than college students, but you can’t advertise access codes on the Internet.
- Everyday we have to manage the access of students to bad information. Inappropriate sites are a problem in some locations for both adult and younger users. Computers shouldn’t be located in a secluded place; as long as they are in the public “where a child may go by or be exposed,” we are safe from criticism. The court (SLC, Supreme Court) said that we have to filter if we want to qualify for grants; SLC library does not filter. Freedom of information act in SLC but not in our rural libraries.
- WebCT has a chat element and pop-ups have to be enabled and this is a problem because it opens up other opportunities (we wonder if we should allow it or not)
- PIONEER has been valuable but our patrons may not be aware of its existence. People in K-12 are more familiar with PIONEER than the university people. Students don’t know PIONEER more than its name.
- It has been increasingly hard to get LSTA now with all the competition.
- Because we are operating these programs, maybe newsletters (and other information) would be beneficial to inform us what is available and who is providing what funds for us as ILL Lenders.

5. How is Public PIONEER regarded by users? By professional librarians? What are its strengths and weaknesses? (How satisfied are they with the service?) (Focus groups 1, 2, 3, 6, 7, 12, 13)

Positive Comments:

- Just the fact that they can offer databases is good. It provides reliable information and Internet sources links, like how to take care of a pet. One can find information in many locations but the information is reliable in PIONEER, which is a BIG PLUS.
- They are always adding new information and databases to PIONEER.
- It is very helpful in searching for literature questions.
- Patrons use PIONEER to access to journals and magazines.
- The transit population is surprised to find that PIONEER is accessible to all of Utah. They love it.
- Students usually understand PIONEER because they are used to using it in school.
- Many group members agreed that PIONEER is a great database for research, however, some patrons don't associate PIONEER with the databases.
- Genealogy center patrons use it more than library patrons.
- Patrons appreciate the services of PIONEER if they have been trained on how to use it.
- This is a great guide for home-schooled students.
- People love it when they use it.
- Without Public PIONEER, small library would be out of business. Patrons use it quite heavily. Many of his rural students have access to PIONEER. It helps level the great divide. Usual databases are far too expensive, so PIONEER saves them.
- You have to have some books, but PIONEER helps you so you don't have to have everything.
- Librarians love PIONEER.
- Some librarians feel that Public PIONEER has had the greatest impact of all LSTA funded projects... it is of the greatest worth to the public.
- It makes it easier to look up reference material availability at other libraries.
- It is a valuable resource that provides valid information for patrons unskilled in sifting.
- It helps free up money for other projects, because we don't have to put resources into purchasing the on-line databases.
- It can help with economic development because people want to live somewhere that has education and information resources to support their business and family.

Concerns:

- It is a little difficult to navigate. Even after classes, it is hard to remember.
- The hardest thing for a reference librarian is that it's not affordable.
- Teaching how to search is the most importance clarification of what is wanted.
- The geared database towards students and adolescence is not used as much. This could possibly be because this is used in school so much already.
- Patrons speed right on by it and go to Google or email.
- It is not used to capacity. Patrons only use it if they are directed to it.

- Using *PIONEER* usually requires a one-on-one training session and staff usually isn't comfortable with it.
- Patrons are scared of the technology (flash drive, downloads, etc.).
- If they would really concentrate in the schools on using it with the idea of going to *PIONEER* first, that would be more effective. Teach the kids when they're young.
- There needs to be more training with *PIONEER*.
- *PIONEER* should combine public and academic portions. Students use public libraries in rural areas. High school kids should have access to all databases. The databases are too divided.
- Another weakness is the EBSCO general magazine database. It does have full text articles, but people need a database with more data. It is too general for their request. The public site is different from the academic site, so the results are different. Sometimes students can't complete their homework if they only have access to the public EBSCO.
- Librarians help people in finding things in *PIONEER* because they don't know how to use it.
- LSTA needs to fund for additional staff to help patrons with *PIONEER* and provide incentives to staff for recommending *PIONEER*.
- Patrons are surprised that they have access to the information and that it could be accessed at home.
- There is a possible branding issue with *PIONEER* Many people think it refers to the Utah Mormon pioneers?
- There are connection issues with the server. When access is down, the public is very impatient. This may be due to high use.

6. How effective is the grant writing process for you? (Focus groups 2)

Positive Comments:

- The grant writing process is easy to understand and streamlined.
- Many librarians felt the process was a breeze and easy to navigate through.
- It was mentioned that, "If librarians understand that the grant writing process is competitive, it should not be overwhelming to them." All focus group members agreed.
- Continuing education: Overall small libraries appreciate continuing education because they don't have the expertise or trainers within their libraries.

Concerns:

- The grants are limited only to technology. There are many other needs for libraries. It was suggested that, LSTA and the State Library need to consider other

needs the libraries may have. Computers are easy to get funding for, however books are not.

- LSTA grant criteria is too narrow. Maybe LSTA can reevaluate grant criteria and shift towards new needs of libraries.
- Continuing education: Training is geared towards smaller libraries as compared to larger libraries. The larger libraries try to complete all training in house because it is less expensive and time consuming.

7. What are the most valuable things LSTA does for you? (Focus groups 1, 2, 3, 4, 6, 7, 8, 9, 11, 12, 13)

Positive Comments:

- LSTA affords libraries PIONEER, resource sharing, and competitive grants.
- I like the availability.
- The FedEx and UPS costs that are paid for by LSTA helps out tremendously.
- It has helped with supporting growth of technology infrastructure.
- I like the new automation system.
- LSTA helps with start-up costs and helps prevent budget cuts in other areas.
- Spanish language collection.
- Special projects and special needs.
- Provides technology for distance education.
- Libraries are now able to expand their assistance lab and allow students to come.
- LSTA helped some rural libraries to use their development funds more creatively.
- With the LSTA funds, libraries can bring in other partners to do some projects.
- LSTA allows libraries to try a lot of new ideas.
- With LSTA funds, one library was able to establish a digitalization center.
- LSTA has provided the first major upgrade funding.
- The workshops are good if we can get up there for trainings.
- LSTA gives librarians options that can help them achieve their goals or dreams for the library (like building another room or getting more computers).
- Technology
- Interlibrary loans
- Training
- Databases
- Grants are often not the highest priority for smaller libraries.
- LSTA provides resources for system technology equipment for the blind and visually handicapped.
- Allows libraries to keep upgraded computers.
- Patrons come for the new technology and this is only possible through LSTA.
- Updated computers.
- Blind services, audio books, cassette, computers for visually impaired. Blind service goes to the patron's house and the patron doesn't have to pay. Includes

player. It's a blessing. Large print books, funded through LSTA grant. Large print is also available through interlibrary loan.

- I would like a presentation for people who don't usually use the library.

8. If LSTA did not fund technology up-grades, what would this do to your library?
(Focus groups 3, 9, 10)

Positive Comments:

- LSTA funding has made a huge impact on upgrades and extra hardware. LSTA was used for automation programs, for upgrades in the elementary schools in the district, basically the whole infrastructure.
- In addition to helping libraries obtain new computers, the grants are also used for an assistive technology lab, to get a wireless Internet system, and to obtain a digital collection for special populations.
- Libraries are able to do more and do more quickly because of LSTA funding. Without LSTA, too much of their budget is already spent towards technology services – with a \$20,000 budget, \$10,000 goes to technology services.
- One library was pathetic until they got the grant. No one in the district knew about LSTA except for maybe one person. Once this librarian became familiar with the process then other elementary librarians jumped on board and got grants for technology in their elementary schools. It was said that this source of money through LSTA was a “life saver.”
- One district pays for all the computers and maintenance, so the grant was for presentation equipment. It has been used for the students' research training. A computer, printer, scanner, and digital camera were purchased; all of which would not have been available without LSTA.

Concerns:

- There is nothing provided to those libraries that don't apply or don't apply in time.
- Funding would still come, but not until things were critical.

9. How well do you understand what you need to do to get an LSTA grant? (Focus groups 3, 9)

Positive Comments:

- Perfect. There are workshops, everything is online, expectations are very clear. Training is available.
- You can call and find out any information quite easily.
- The state has done a great job of getting information out.

Concerns:

- In one library, staff had a hazy feeling of what the grant process was.
- There seems to be a general lack of information.
- In any case, the process is too cumbersome.

10. How would you improve the LSTA grant writing process? Grant training?

(Focus groups 3, 9)

Positive Comments:

- In one person's experience, the state helped tremendously with writing a grant.
- The Board was fair and polite in some situations.
- The grant-writing seminar was a good thing. We received a piece of paper that was incredibly valuable. Rose Frost gave it to us, showed us the phraseology to use and was incredibly facilitating.

Concerns:

- Too much depended upon the ability to present the argument orally. It unlevelled the playing field. If the grant is written properly, the oral presentation of the grant shouldn't affect how viable the grant is. You shouldn't be judged by your public presentation skills.
- Many libraries can't afford professional grant writers.
- The process shouldn't be so uncomfortable that smaller libraries aren't able to compete.
- It would be fairer if grants were determined strictly on the written word in a private setting.
- The Board shouldn't discuss the grants in front of the public.
- The Board should give a written report feedback with what you need to do.
- The risk of being torn apart publicly often isn't worth it to request the grant.
- It would be nice if the Grant person would call and let the Directors know who they are and what they can do for them.
- Most grants are very strict and they have to plan in advance.
- Provide some prompts for how to improve after writing the grant.
- Libraries could benefit from a reminder on when the deadlines were approaching.
- It costs money to go to SLC several times in the process. This can get expensive. If there were some kind of a long-distance process, it would be beneficial.
- Electronic information would make it easier to forward information, as opposed to having to re-teach what you receive via seminar.

11. How could State Library training be improved? (Focus groups 3, 13)

Positive Comments:

- Provide training for part-time employees.
- Have the training come to the individual library.
- Train on customer service..
- Training would be better coming from an outside source instead of the Director.
- Computer-based training, such as an online course that you could do at your own pace, would be very helpful.
- The State Library does have a link on their site, but face-to-face training makes more of a difference.
- More trainers are needed to take the show on the road. There is too much driving time.
- Regional training would be appreciated as people get tired of always having to go to Salt Lake.
- Libraries can't send everyone because they have to keep the library staffed. There is not enough staff to keep the library going.
- Training on how to deal with the "problem patron" would be appreciated.
- It would be nice to have a professional train and teach the staff.
- The state ought to do a training session with customer service and working with a multicultural population.
- Many librarians wish they had somewhere to send part-timers to learn more technology.
- The staff is the best advertising for Public PIONEER, if they are adequately trained they can help educate the public.
- Put it on-line or via satellite so all of staff could be trained.
- They need to be more creative about how they provide education support for staffs specifically in libraries located far from SLC i.e. Vernal/St. George.

12. What training do you need to better serve minority patrons? (Focus groups 3)

Comments:

- It would b helpful to be able to speak basic phases of Spanish.
- Spanish story time would be nice.
- There is a fear that if you knew one or two phrases of a language, then the patrons would assume the library knows the whole language.
- Maybe a hot-line that the staff can call if a patron only speaks Spanish.
- Include a Spanish article in the newsletter.
- Some sort of program that PIONEER could implement for translation.
- We are an English-based community, so some of the obligation falls on the patrons.
- Learning-English books and audios are almost always in use. Those types of materials are heavily used.

- Spanish books aren't used too much, but audios and DVDs are in high use – so provide more of those.
- Partner with the schools to help Hispanics.

13. How are you actively participating in resource-sharing to obtain materials requested by your patrons, and to make your collection accessible to all Utah residents? (What turf wars prevent you from being more effective?) (Focus groups 3, 9, 11, 12, 13)

Positive Comments:

- Many libraries rely on inter-library loans.
- They use the web.
- Most of the public libraries in Utah County compete against academic libraries.
- In Utah County, patrons can go to other libraries after they fill out the form.
- Turf wars depend on city and county.
- LSTA funding makes it possible to do inter-library loans for rural libraries.
- Borrowing would not be possible without LSTA.
- The Westminster library had a great success story of putting a photography database up so all could share the information.
- LSTA funded a successful U of U model and provided servers.
- LSTA reimburses if libraries share within the state. This makes really helps smaller libraries.
- One library is very willing to be sharing. There's an agreement that a student can go to any library in the state and check out materials with their library card. We have some big libraries that are very cooperative in giving and taking. The libraries are all very collaborative.
- This is our agreement and mission with libraries.
- Resource sharing is pushed from library directors, especially with the latest budget cuts. The entire Utah community benefits from this resource sharing.
- This is why resource sharing is so valuable for us and this service can be provided to the patrons.
- Scanners are also valuable to make resource sharing possible. We would like to use LSTA funds for these scanners. We want to replace our old scanner with Y-technology scanners. These scanners speed up how fast we can share information with other libraries. Also there will be software on these new scanners that will back-up the information.
- The tools we use are so remarkable and efficient. They help create equity and eliminate most contention among ILL lenders.
- Utah libraries are all working together, and the fact that all libraries are different eliminates wars between libraries.

- There is more help and agreements between libraries these days. Without this technology that LSTA provides this would be very hard to do.
- A lot of patrons prefer to order materials online, and through library systems we are able to do this.

Concerns:

- Turf wars are common.
- People can't go from library to library freely, it depends on where they live.
- Each library is pretty possessive of their material.
- Money is the real term to use, not "turf wars."
- Library policies may create turf-wars. Also, how much funding one library may receive compared to another creates conflict. (i.e. one library lends audio-visual and another does not.)
- Small libraries are not resource-sharers – those are the bigger libraries. The small libraries send patrons to larger libraries.
- Without the monetary incentive of reimbursing for sharing, libraries would have a hard time resource sharing. Smaller schools are willing with this reimbursement; it makes it so we can survive. Other states don't have the cooperation that we have.
- Publishers charge such an incredible amount of money, and that is really frustrating.
- To have server space would be nice so libraries have room to save articles.
- As a net lender, one library is not reimbursed because they don't filter, which makes it difficult. They would never keep their collections from others, but it is a burden. They could refuse the service because of the "punishment", but they don't because they want to provide the service for the public.
- LSTA shouldn't be used as a crutch for lacking collection development

14. What's your technology plan for upgrading technology in your library system? (Focus groups 8)

Comments:

- We try to upgrade technology every three years, relying on student fees.
- We want to get student computing fees to support lab, equipment and to refresh our machine on a regular basis and maintain the ongoing process. We also want to get involved in the University Information Technology Council.
- We try to have our computers replaced every 3 years. When the new technology comes in, we also need to buy some new services such as video streaming service (infrastructure).

- We have benefited from the university wireless program. We try to keep up with faculty needs with student generated funds and donated funds. We also want to work with university IT group.
- We also need to develop technology plan for educational building, including classroom system upgrade and replacement, beyond computers.

15. How much does LSTA money affect you as you upgrade your technology?

(Focus groups 8)

Positive Comments:

- They see it as a jump-off point. Nobody really relies on it and they wait for more opportunities to start up.
- They think it is a one-time thing. They won't count on it as a long-term funding.
- This money may go at some point. Nobody counts on it.

16. As LSTA prepared for the next 5 year plan, what will you tell them to put on their wish list? (Focus groups 8)

Comments:

- We hope this fund will have more variety, flexibility and more money to concentrate on some other areas, besides the hardware.
- LSTA agenda needs to be broadened, depending on how you define technology. We want to get scholarly published material as quickly as possible. We hope this money will provide us with more intellectual capability rather than just hardware and equipment.
- We want funding to access theses and dissertations.
- We would like to have some seed money for digitalization exploration.

17. What facilities are available for “groups of special needs” in your library [such as language resources, assistive technology, graphic materials, etc.?] (Focus groups 9)

Positive Comments:

- Assistive Technology- they were able to buy “Dragon Naturally Speaking”, which creates a computer file for those who can't type, big mouses for poor dexterity problems and can blow things up so they're visible. The grant was for \$14,500, and there was also a match. We've received funds to maintain these items.

- Snow College is between programs/equipment for special needs groups. There seems to be a lot more special needs now than before.
- Public libraries mostly adjust to teach the foreign languages. That doesn't seem to fit the needs of higher education.
- Some have a section of easy reader books for people learning English.
- There will eventually be a time when we do some of our classes in Spanish.
- The fear is that we will see a reduction in the amount of impact the funding can make.
- Our primary role is to support the goals of the institution, which is English-based.

18. How effective is your library at meeting the needs of Non-English speaking patrons? (Focus groups 13)

Positive Comments:

- We are not doing a tremendous job, but we don't have a large Non-English speaking population.
- We have a collection and it is growing.
- We hire with a preference for language skills.

Concerns:

- Bilingual employees are lacking! We don't have any Spanish speaking staff. We are using grant money to start and improve our collections.
- We are trying to improve our collections. There is room for improvement! Storage space is a key issue preventing growth.
- Some of our collections are not being utilized as much as they should be because the immigrant population is progressing to English speaking status. This makes it difficult to keep up with the various language needs.

LSTA Patron Focus Groups (number 14, 15, 16, 17)

Question 1: How would you characterize the effectiveness of the automated systems (the public catalog, book checkout, and Internet access) in your library? How have they changed over the last 3-4 years?

Positive Comments

- Automated systems save patrons time because we can renew books, pay our holds, downloading books in the middle of the night is usually best.
- E-books are good. We can download books and take them home. This option started in the last few months.

- They have become more efficient. I have a daughter, who cannot leave the house, and she can reserve just what she wants and I can go in and pick it up for her. Checkout is so speedy, it's wonderful, and we can just go right through.
- I've enjoyed getting things via email about new things coming into library, I may delete them quickly, but if they are of interest, I know to go into the system to put it on hold to get it.
- The system, since he began using it, has completely changed. It used to be a DOS system; now it is simplified.

A theme in all 4 focus groups was being able to renew books online.

- I use the Internet from home to see which books are overdue, on hold, or available.
- I remember I don't ever return a book without a fine. When I got the notice that it was overdue, it's handy to extend the loan for a longer period of time.
- In Brigham City you can get online and check to find out which books are available. You can check your account online, you can renew or place hold on books from home. I can do this in the middle of the night, while my kids are sleeping. It is very convenient.
- He (the patron) has used his online account to renew items from his personal computer on campus or at home. He always receives notices via email if books are overdue. The systems are highly effective.

Concerns

- The database is old style and I can't find what's looked for. It is slow and cumbersome.
- The audio and video have to be done by the librarians and the catalog is cumbersome.

A theme in all 4 focus groups was one of computer access. This was repeated multiple times in both focus groups.

- Our library (Brigham City) is small. We are hoping that the library will be enlarged, with more computers, for more people to study.
- Many participants wish that there were more computers available for patrons to use (both Logan and Brigham City participants felt this way). There is always a wait for computers. You can only use them once a day for an hour per session. At 2:30pm it is crazy and you probably won't get access to computers.
- Could there possibly be an extra room for kids to play games on computers?
- Another patron comes in to get books for pleasure reading. She uses computers if available but won't wait around for one to become available. She feels that more computers are needed.

Question 2: How do you use Public PIONEER? What are its strengths and weaknesses? How satisfied are you with the service?

Positive Comments

- PIONEER is current, reliable, and has usable information for research. This is very helpful for writing papers.
- EBSCO in Spanish is very good.
- The tutorials are excellent, and I don't think they get used enough. They are great in explaining regular search and an advanced search and things of that. The Searchasauras is excellent for children; however I use it for myself because it is so simple.
- Heritage Quest is fantastic -- don't ever let it go away. It is of so great a value to anyone who is doing research.
- The automotive section is great.
- Items are easy to find.

Concerns

- My husband is old car buff, and he has a 49 Chrysler and looked for help with Chrysler in the automotive section, but the only thing that was there was Jeep Willis. They had things on other years, but only a very select few. It is extremely limited on what is available. Even when you get closer in time the amount of vehicles is limited. We went into the 1990's and we couldn't find Chrysler listed at all.
- It needs to be better organized. One would look for digital newspapers under the reference newspapers; however, instead of coming under that category they are down under in a separate which is confusing. On the other hand, EBSCO Host is under the genealogy category. I would like to suggest that EBSCO should be where the digital newspapers are, and the newspapers should be up where the newspapers are.
- More emphasis needs to be placed on the tutorials on the home page.
- Another patron comes [to the library] for story time. She wishes she had more information on PIONEER (training).
- Sometimes it is finicky about letting you in – some days it works and some days it doesn't.
- They subscribe to items that are not worth the money. I don't see much of the population in Davis County that would be interested in literary criticism or poetry.

There were similar comments about having to login multiple times when using the system:

- One thing that bothered me, when signing in, you click on genealogy, then to Heritage quest and you want to go another section, you go out and then you have to login again.
- You have to sign in each time you go from one location to another. You can't go back without having to sign in again. This is frustrating to patrons who then have to start over.

- The plug-in that is required in the Law section in PIONEER, every time I try to download it kicks me out -- I'm on DSL and haven't had any other problems.

Another common theme was about public knowledge about the system:

- "What is that?" Not all patrons present were aware of what it was, or that it was available here. Only 2 of 9 patrons in the focus group had used it.
- Patrons felt that PIONEER wasn't well advertised in Logan.
- I just feel like the public needs more education to know what is available to them.
- I think they think it is just a link to other libraries, I don't think they are aware of how many other programs are available to them on PIONEER. Perhaps a little information dropped into utility bills about these types of things would help.
- I don't know what Public PIONEER is.
- It's kept well-hidden. I'm not certain if what I'm using is considered a part of PIONEER. If it is I use it almost daily. I go home, log on the website and get some music. They have at least over 10,000 recordings there.
- Never heard of it, never used it. This is the first time he's ever heard of it. When doing research he uses Google, Yahoo or Ask Jeeves.

Question 3: Are you able to obtain your library books that you need that are not owned by your library? (The question refers to Inter-Library Loan)

Positive Comments

- One patron who had used inter-library loan said she hasn't had too many problems; she even got a book from Australia.
- Oh yes, yes, yes yes! It has worked out beautifully for us. My daughter who is homebound does research, and we've gotten books from all over the United States for her. I'm amazed at how efficient the system is. They are able to find books we didn't think were available that come from little places far away.
- He (the patron) has had many times when libraries haven't had his book, but interlibrary loan is very fast and efficient and convenient. Books generally arrive within 2 – 3 days. It is very effective.
- I can get some books a few months later. I was pleasantly surprised that they got it for me.

Concerns

- \$2.50 a book is a little expensive but I understand.
- Sometimes patrons in other libraries had lost books, so there are some books that I have ordered but never received.

Two comments from different groups that answer each other:

- I know you can do Interlibrary Loan, but haven't because it seems like a hassle.
- I don't think people are quite aware of how easy it is.

Question 4: Why do you come to the library? What do you think is good about the library? Do you have any improvements you would recommend?

- In smaller areas funding may go to the Bookmobile instead of the library and this may be why people in Honeyville cannot check out books in Logan. People in Logan defended that, they pay taxes for the library and those in Honeyville don't, so that is why they can't get a card.
- One patron comes here [the library] for books for her son and to use the Internet to do homework. She thinks the librarians in Logan are friendly and helpful. She thinks we should expand the Spanish section. Not all of the movies work (VHS).
- She is looking for phonics for both herself and her son because they use it a lot in school, but it is hard to find things to help her son. It would be nice to have books or videos for phonics. The library currently has copies of the same movies instead of a variety.
- It's going in the right direction. Telephone service is good and helpful, but more selection of materials is needed.
- Science Fiction should have more selections. I don't see many fresh materials and several libraries seem to have the same thing.

Interviews with Spanish-Speaking Patrons

A team of two trained personnel from the Department of Instructional Technology, Mr. Jonathan Porras and Adam Frietas at USU conducted these personal interviews. These interviews were intended to provide information concerning the feelings and attitudes of library patrons surrounding the issues and impact associated with the grant program. The users included Spanish-speaking library patrons from across the State of Utah, as identified by Mr. Juan Lee of the State Library Division, with assistance from local librarians from throughout the state.

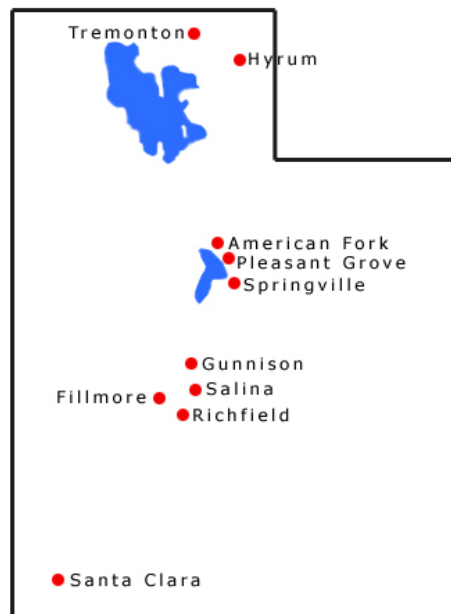
A total of 21 interviews were conducted at ten locations throughout the state. These interviews took place during October and November 2006.

Each of the Interviewers documented their findings and a separate team analyzed and compiled the material. This analysis was intended to discover trends and issues among the people interviewed. Additionally, these interviews were analyzed across the state to provide an understanding of shared concerns among the various regions.

Interview Results Summary

The following tables and comments represent a summary of the results from Spanish-speaking patrons' interviews. The map shows the locations in which the interviews took place. Note that in some cases, the individual did not respond to the question, so the numbers do not add to 21.

Spanish Patron Focus Groups



What country are you from?	
Argentina	3
Ecuador	1
Guatemala	1
Mexico	13
Peru	1
USA	1

Number of years using local library	
1 year or less	3
1-3 years	6
4-6 years	3
6 years or more	5

Report that they check out CD's and DVD's/video:	
Yes	15
No	3
Language of discs:	
Spanish only	2
English only	4
Both languages	1

Frequency of Library use:	
More than once a week	8
At least weekly	6
At least bi-weekly	2
At least monthly	2
Others in the family	

who routinely use the library	
Daughter/Son	17
Friend	1
Spouse	6
Grandchildren	-
Sibling	2

Report that they check out books:	
Yes	19
No	2
Language of books:	
Spanish only	4
English only	1
Both languages	11

Is there someone who works here that speaks Spanish?	
Yes	4
No	12
Somewhat	4

Length of time in the community?	
0-2 years	3
3-5 years	6
6-10 years	7
11-25 years	5

at the library:	
Yes	10
No	6
Some/rarely	3

Use the computer while

Each of the following questions has been divided into two sections: (1) Positive Comments and (2) Concerns. No analysis relating to frequency is represented by the arrangement of the responses.

Question 8: Do you use any of the newspapers?

- They don't have any newspapers or magazines in Spanish.

Question 10: Do you participate in any activities that the library sponsors?

Positive Comments:

- They have a Halloween parade. They have a lot of programs. When I can bring my kids they participate as well.
- My kids come to almost everything if we can get here.
- I bring my two young children to story time which is done in English.
- I participate in the story time.
- The library teaches a computer class in Spanish. Also, they provide story time that her kids go to as well as building crafts.
- My littlest daughter goes to story time in English. She enjoys it.
- Like I said, I took those three computer classes and my daughter goes when they have a Spanish story time.
- My younger kids sometimes will go to story time.

Concerns:

- They have activities but not in Spanish. My oldest son knows a little English but my daughter doesn't. If they had something she understood I would bring her.

- I haven't checked. I did take a computer class in Spanish. If they do have story times and such I would love to participate. It would be nice to advertise such things because I would love to participate.
- One person was not aware of any activities the library offered.
- One person seemed not very aware of a lot of activities, but mentioned that he brought his children to the library during the summertime when school was out.
- No, I have seen activities for kids, but none of my family does them.
- I have seen these activities but don't participate because I don't speak any English. I have noticed, however, that there are some Latin children that do participate.
- They don't have Spanish story time too often.
- No. I don't think they have any.

Question 11: Is the library easy to use for someone who does not speak English?

Positive Comments:

- I think it's pretty easy. They have Ingles Sin Barreras.
- Yes, everything is located together so you know where to find the Spanish material.
- Yes. It is easy because they have their own section, but it needs a lot of help. It lacks a lot of things.
- If someone wants to use the library they will find a way.
- The library is organized in an easy to understand way.
- It is mostly well organized.
- The library is easy to find what I am looking for.
- Yes, I think it is pretty easy. I guess so.
- I think it is to a point. It is really self explanatory.
- Maybe, I speak well enough that I don't have a problem.

Concerns:

- If someone is new to the library it is scary. You don't know where to start. But once you figure it out you get excited to use it more.
- I do not ever use the Spanish section because there is nothing that interests me.
- The Spanish selection of books has been growing, but that the section is still relatively new at the library.
- It is mostly easy to use, but the Spanish section has very few books that interest me.
- No. There is limited help. No one speaks Spanish. It is a small (Spanish) section and there is not a lot to understand but in general the library is not to easy for people who only speak Spanish.
- I don't think so. Nobody speaks Spanish so it is hard to communicate sometimes.
- I think it is really intimidating to come here and try to find your way to things you are looking for.

- No, everything is in English and there is very little in Spanish. But it is growing.

Question 13: Does the library have any posters or signs in Spanish?

- Yes, they even have a piñata to show us where our Spanish materials are.
- Yes, they are very good at showing us and informing us about events.
- Sometimes they have some flyers.
- Just the sign that says shows where the Spanish section is. The identification sign is in English (science, adventure, etc.) There is little selection from foreign authors. Argentinean etc. Very few scholastic books.
- There are some signs in the library I notice are in Spanish.
- Very few signs.
- Yes, there are some signs showing where the Spanish section is.
- No, there are no signs in Spanish.

Question 14: Is there anything in the library that doesn't make sense?

Positive Comments:

- When I need a book I just look around for one that grabs my attention. I don't use any type of reference.
- I know very well how to use the library and to find the sources I am looking for. (Many people made this comment.)

Concerns:

- Lots of things don't make sense. No one explains to us how to find things or how to use the services.
- I don't know how to use the decimal system. I think it is for putting the books on the shelf. (Many people made this comment.)
- The Spanish section is so small you don't need the decimal system.
- If the people know some English it is fine, but for someone who doesn't know a lot of English most of the library doesn't make sense.

Question 15: Do you have your questions answered without a problem?

Positive Comments:

- Yes, the workers help really well and try to help us as much as possible even when I don't understand how to use the Internet.
- I have never had a problem. They try their hardest to help us.
- The communication between the patrons and one of the library workers is good. She volunteered to help translate whenever she needed to.
- Workers were kind and tried to be helpful even if they did not understand him.
- The workers do their best. They use any resource to help. They have even called me before (with answers).
- Yes, they respond as well as they can and for the most part they can help us with our problems.

Concerns:

- Sometimes I have problems in communicating with the employees.
- (The employees) help as much as they can. The Hispanics don't ask a lot of questions because they are scared but if you ask them they will respond.
- As for an instantaneous response, no.
- There are problems with the language barrier. It is hard for them to understand me as well as for me to understand them.
- No. it is difficult if at the time you have a question and no one speaks Spanish to have your question resolved. For instance I was sent a late fee and I had already returned the book. I tried to explain this and continued to receive late fees until I had my friend go in and explain it to them. They thought I was saying that I would return it. But I was trying to say that I already had returned the book.
- Not always, if the woman who speaks Spanish is here it is fine but if not it is hard to understand our broken English and their broken Spanish.

Question 16: Have you ever felt that you have been discriminated against while using the library?**Positive Comments:**

- No, everyone is nice. (Nearly everyone responded that they were not discriminated against.)
- No Never. Sometimes you feel uncomfortable because of the language barrier, but nothing more than that.
- Never felt victim of discrimination at the library.

Negative Comments:

- When I first started coming here I got a lot of nasty stares from people like I wasn't supposed to be here, but now I am okay with that and it doesn't bother me.
- Not really. Sometimes I feel bad when people are looking at me like I shouldn't be here but people are like that everywhere.

Question 17: Do you have any other comments or ideas you would like to leave me with at this time?**Positive Comments:**

- I brought my sister from Lehi and she loved the selection. Where she is from they hardly have anything.
- I am thankful for the use of the library and I hope to be able to continue to use it.
- The service is great. On a scale of 1 to 10, it would be a 10.
- It is nice that they have a computer I can use to access the Internet. We don't have one at home so it is nice to use this one for that reason.

Concerns:

- I would like more Mexican books. What I mean by that is that the translations aren't Mexican translations. I don't understand some of the slang. More books for the kids and for computer instruction would help.
- Computer classes would be great for the Spanish speakers. They offered this for one month last year but it wasn't enough. We loved that class and would like more.
 - I would like a wider variety of books in Spanish. For the kids in English they have books that come with cassettes to listen too, but in Spanish they don't have any. They also need to have more people that speak Spanish working. It's good sometimes for us to speak English but when no one can answer your question it becomes frustrating.
 - If they are going to have movies find some that are more traditional to each country. There are a lot of kids' movies. The kids know English. It is the adults that are learning or don't know English. We would like movies that appeal to us.
 - More scholastic selection to help us gain knowledge. More selection of all materials.
 - I realize that we are in a country that speaks English, and I appreciate the effort, but there is little variety.
 - Someone who speaks Spanish to explain when one first comes to the library how to use it.
 - It would be nice if more activities were given. Maybe there is more but the advertisements don't reach the Hispanic community due to the language barrier.
 - Offer storytelling in Spanish.
 - Offer information about the rules of checking out materials in Spanish.
 - I would like to see someone that spoke Spanish work at the library.
 - I would like to check out the materials to learn English for a longer period of time.
 - I would like to see more specialized books. Wants to see more reference books and books written by professionals.
 - Would like to see more activities that reach out to the Hispanic population, as well as a community committee to plan such activities. He likes coming to the library but feels there are many ways to invite more Hispanic people to come to the library.
 - I would like to see the Spanish section grow a lot more, and have a permanent paid worker there to help Spanish patrons use the library.
 - I would like to have bilingual workers, and would like to see more announcements of activities printed in Spanish to let more Spanish speaker know about them.
 - It would be nice to expand the Spanish section to provide more of a variety of books. Also, I would like to see story time in Spanish for his kids.
 - The library does not accurately reflect Spanish culture. The music is terrible, and the books are limited. We need books by foreign authors from Latin countries,

not translations of Harry Potter and The Lord of the Rings. Where are the books by Gabriella Mistral and other famous Latin American authors? There just aren't any opportunities for the Hispanic community to further themselves in the library.

- On the flyers I have seen passed around in Spanish the translation is horrible. They need to do a better job on that.
- I think it is stupid that undocumented people can't use anything or check anything out. Lots of us want to read something but can't because we don't have a drivers license or social security card.
- We need more of a selection to choose from. It is quite limited.
- Maybe they could offer some classes to help us use it more effectively.
- The library has a good selection of CD's and books. I especially like the CDs to help you learn English.
- I just think it would be nice if someone could speak Spanish more fluently to help us with our questions.
- The library needs more books. They don't have any selection.
- The Spanish book section needs to be more organized- it is hard to find a book you are looking for because they are all mixed together.
- There should be some signs showing where the Spanish section is located.
- I believe that it would be beneficial to have more activities focused on the older people and not just the kids.
- The DVDs and CDs are almost non-existent. It would be nice to have a few more. Also along those lines it would help a lot if there were any "learn to speak English" CDs. They don't have any like Ingles Sin Barreras.
- I think it would be nice to have someone to help explain programs and activities to us.
- I would like to be able to help the Spanish patrons use the library a little more. If I knew who to contact to let them know I wanted to help, I would.
- I wish there was more selection.
- The books are all American books translated into Spanish.
- Where are the books from our countries? There are no books by Che Guevara or Gabriela Mistral.

Comparison of 2001 and 2006 Evaluations

As this evaluation is a follow up to a similar evaluation done in 2001, it is important to compare and contrast information from both studies. The following chart on the next page compares the major technology-related issues discussed during the 2001 and 2006 focus groups and interviews.

2001 Report Technology Mentioned	Concerns and Responses	2006 Report Technology Mentioned	Concerns and Responses	Technology Predicted
PIONEER System emphasized	- Concern that print-based references are being neglected for online sources. - Technology support is an issue. (LSTA provides funding for technology but not for content)	PIONEER database mentioned	- If the Internet goes down, our entire library is crippled - Technology support is needed. Librarians cannot stay current on all technology changes.	Google scholar. Google Maps. Google Earth.
Library automation		Digital books and Audio Books		Video Conferencing
Internet beginnings		Internet [high speed]		Video Streaming and web-casts
Track and access of ILL from library		Library access from a distance		Posting ideas and suggestions

Expanded journal access (multiplies access).				
		Big concerns about technology support for all the new technology		Wireless access from laptops promises to free up library computers

Appendix A

GROUP	DATE/TIME PARTICIPANTS	LOCATION
0	9/27 1:45-3:30pm State Library Board	Utah State Library, Salt Lake City, Utah
9	9/29 1:00-3:00pm College/Jr. College	Merril-Cazier Library, USU, Logan, Utah
8	9/29 1:00-3:00pm University/Research Libraries	Merril-Cazier Library, USU, Logan, Utah
7	10/5 1:00-3:00pm Public Library Directors (Smaller-Central)	Manti Public Library, Manti Utah
6	10/6 9:00-11:00am Public Library Directors (Southwest)	Cedar City Public Library, Cedar City, Utah
1	10/06 9:00-11:00am Public Library Directors (Smaller-North)	North Logan Library, North Logan, Utah
2	10/06 1:00-3:00pm Public Library Directors (Mid-Size-North)	Whitmore Library, Salt Lake County Library Services, SLC, Utah
10	10/09 1:00-3:00 School Library Media Center Coordinators	Davis County Library
4	10/13 9:00-11:00am Public Library Directors (Large)	Whitmore Library, Salt Lake County Library Services, SLC, Utah
11	10/13 1:00-3:00pm Resource Sharing/ILL Lenders	Whitmore Library, Salt Lake County Library Services, SLC, Utah
3	10/20 9:00-11:00am Public Library Directors (Utah County)	Provo City Library

12	10/20 1:00-3:00pm Reference/Pub Svcs Librarians (Utah County)	Provo City Library
13	10/20 9:00-11:00am Reference/Pub Svcs Librarians (North)	Weber County Library
14	10/27 9:00-11:00am Library Patrons	Logan Library, Logan, Utah
15	10/27 1:00-3:00pm Library Patrons	Logan Library, Logan, Utah
16	10/27 9:00-11:00am Library Patrons	Weber County Library, Ogden, Utah
17	10/27 1:00-3:00pm Library Patrons	Weber County Library, Ogden, Utah

Appendix B

LSTA Focus Group Questions for 2006

School Library Media Coordinators – 1 FGI

If LSTA did not fund technology up-grades, what would this do to your library?

In the last 3-4 years how has LSTA impacted the information technology used to support your services?

How do you plan to sustain your needs for upgrading your technology infrastructure?
(Does your library/school/school district have a technology plan? a technology budget?)

How has LSTA affected access to information by your students and teachers?

What are the most valuable things LSTA does for you?

Reference / Public Services Librarians -- 2 FGIs

How would you characterize the effectiveness of the automated systems (bibliographic access, circulation control, Internet access) in your library?

How has LSTA affected access to information by your patrons?

How is *Public PIONEER* regarded by users? by professional librarians? What are its strengths and weaknesses? (How satisfied are they with the service)

How are you actively participating in resource-sharing to obtain materials requested by your patrons, and to make your collection accessible to all Utah residents? (What turf wars prevent you from being more effective?)

Public Library Directors – Smaller / Mid-Sized Libraries

How do you plan to sustain your needs for upgrading your technology infrastructure? (Does your library have a technology plan? a technology budget?)

How would you characterize the effectiveness of the automated systems (bibliographic access, circulation control, Internet access) in your library?

In the last 3-4 years how has LSTA impacted the information technology used to support your services?

How has LSTA affected access to information by your patrons?

How is *Public PIONEER* regarded by users? by professional librarians? What are its strengths and weaknesses? (How satisfied are they with the service?)

What are the most valuable things LSTA does for you?

Public Library Directors – Large Libraries

How do you plan to sustain your needs for upgrading your technology infrastructure? (Does your library have a technology plan? a technology budget?)

How would you characterize the effectiveness of the automated systems (bibliographic access, circulation control, Internet access) in your library?

In the last 3-4 years how has LSTA impacted the information technology used to support your services?

How has LSTA affected access to information by your patrons?

What are the most valuable things LSTA does for you?

Public Library Patrons – 4 FGIs

How would you characterize the effectiveness of the automated systems (the public catalog, book checkout, and Internet access) in your library? How have they changed over the last 3-4 years?

How do you use *Public PIONEER*? What are its strengths and weaknesses? How satisfied are you with the service?

Are you able to obtain through your library books that you need that are not owned by your library? [The question refers to Interlibrary Loan.]

Resource Sharing: ILL Lenders – 1 FGI

In the last 3-4 years how has LSTA impacted the information technology used to support your services?

How has LSTA affected access to information by your patrons?

How are you actively participating in resource-sharing to obtain materials requested by your patrons, and to make your collection accessible to all Utah residents? (What turf wars prevent you from being more effective?)

[NOTE: \$200,000 LSTA funding goes to Lender Libraries annually.]

Academic Library Directors – 2 FGIs

How do you plan to sustain your needs for upgrading your technology infrastructure? (Does your library have a technology plan? a technology budget?)

In the last 3-4 years how has LSTA impacted the information technology used to support your services?

How has LSTA affected access to information by your patrons?

What are the most valuable things LSTA does for you?

Appendix C

LSTA Interview Schedule for Spanish Language Patrons:

Instructions to interviewer: **Establish rapport.** [*This is key, and is difficult to do in a short time.*] Then explain: The purpose of this study is to understand the how the libraries in the State of Utah are helping Spanish-speaking patrons. This study was commissioned by the Utah State Library Division and will be used to make decisions about the programs they offer and future library services. Your participation in this interview is completely voluntary. You can withdraw from involvement at any time, during or after the interview. If after the interview, you should choose to withdraw your information, you may do so up to November 15, 2006. You would do so by notifying Dr. Nick Eastmond at Utah State University, Dept of Instructional Technology, **in writing**. Be aware that your responses will only be reported in anonymous fashion, without your name attached. We will take every precaution to care for the information gathered during the interview, keeping the identifying documents in a locked cabinet and destroying them within 6 months of the time of the interview. The interview should take about 20 minutes.

How long have you lived in this community? How long and how frequently have you used the library? Probes:

Which country are you from?

Are there other members of your family who use the library?

What kinds of services do you use at the library?

Checking out books, **CDs, DVDs** [*be sure to add; Spanish speakers use AV materials.*]

Current periodicals

Technology center (if available)

Spanish language materials

Do other members of your family (esp. children & teens) use these services?

PROGRAMS (story times, classes, performances, etc.)

Is the library easy to use for Spanish-speaking people like yourself?

Does anyone there (librarians) speak Spanish?

Are there any signs in Spanish (or bilingual)?

Are there things in the library that don't make sense, i.e. signage on range ends (Dewey Decimal System), arrangement of materials, borrowing rules, check-in / check-out.

Do you find that you can have your questions answered satisfactorily

Have you ever felt discriminated against while using the library?

Do you see any ways that your local library could be made easier to use, and more helpful to the non-native English speaking community?

Do you have any other comments to add at this time?

Thank you for your time and valuable feedback.

Appendix D

LSTA Horario de Entrevistas para Patrones del Idioma Espanol

Instrucciones para la entrevista: Establecer relacion de confianza [esto es clave y es dificil de cumplir con poco tiempo] Y entoces explicar: El proposito de este estudio es para aprender como las bibliotecas del estado de Utah estan ayudando a los patrones del idioma espanol. El estudio fue comisionado por la Division de Bibliotecas del Estado de Utah y sera usado para tomar decisiones sobre los programas que ofrecen y futuro servicios de tal biblioteca. Tu participacion en esta entrevista esta completamente voluntaria. Puedes dejar de participar en cualquier momento durante o despues de la entrevista. Si despues de la entrevista decides de retirar tu informacion, lo puedes hacer antes del 15 de Noviembre 2006, poniendose en contacto con Dr. Nick Eastmond en Utah State University, Dept of Instructional Technology (departamento de tecnologia instructional) por medio de carta. [esto pude causar problema; poco literato/habilidad de escribir; Que tengas una forma lista que el individual solo se necesita firmar. El Juan piensa que no seran muchos que desean retirarse.] Entiende que tus respuestas solo seran reportado de forma anonima, sin tu nombre. Tomaremos cada precaucion para cuidar sobre la informacion juntada durante la entrevista, guardando los documentos de identificacion bajo llave y destruyendolos despues de 6 meses del tiempo de la entrevista. La entrevista debe tomarse entre 20 minutos.

1. Por cuanto tiempo has vivido en esta comunidad? Por cuanto tiempo y cuan frecuente has usado la biblioteca? Ayudas:

A. De cual pais eres?

B. Hay otros miembros de tu familia que usan la biblioteca?

2. Que tipo de servicios ocupas en la biblioteca?

A. Saquas prestado los libros? CDs, DVDs, [

B. Periodicos recientes?

C. Centro de tecnologia? (Si es disponible)

D. Materiales en espanol

E. Hay otras personas de tu familia (ninos/jovenes) que usan estos servicios?

F. Actividades? (Tiempo de cuentas, clases, teatro)

3. Piensas que la biblioteca es facil de usar para las personas como a ti mismo/a que hablen espanol?
- A. Hay alguien que trabaja ahi que conoce tu idioma?
 - B. Hay algunas senales o banderas en espanol?
 - C. Hay cosas en la biblioteca que no tienen sentido? (Los numeros de decimo, como estan ordenado los libros, reglas de prestamiento, el check-in y el check-out)
 - D. Encuentras que tus preguntas se responden sin dificultad?
 - E. Has sentido que has sido victima de la discriminacion mientras estabas ocupando la biblioteca?
4. Tienes ideas en como tu biblioteca local se puede hacerce mas facil de uasr y puede llegar hacer de mas ayuda a las personas de tu comunidad que no hablan ingles?
5. Tienes algunos otros comentarios que te gustaria anadir en este momento?

Gracias por su tiempo y sus opinones valorables.

Appendix E: Information sheet given to librarian participants in Focus Groups

Utah State Library
LSTA Five-Year Plan Evaluation

SUMMARY OF LSTA FUNDING USES

Utah receives

\$1.6 million annually through the *Library Services and Technology Act* (LSTA)

These LSTA funds are distributed and used in the following ways:

\$600,000 annually in **competitive grants** to Utah libraries

These grants have been used to

upgrade **technology infrastructure** (hardware and software)
expand **collections** and services
digitize and provide online access to state / regional newspapers
and historic documents
support **professional development** and **patron programming**

\$200,000 annually to provide access to the premium databases found in
Public PIONEER (PIONEER: Utah's Online Library)

\$200,000 annually to support library **resource sharing** through cash
payments to Utah libraries that lend to other Utah libraries

\$100,000 annually to support services to the **Blind and Visually Impaired**

\$88,000 annually to support **Continuing Education and Training** for
Utah librarians

\$62,000 annually (since 2004) in grants to selected public libraries
to help them provide **Services to Spanish-speaking Families**

The remainder of LSTA dollars have been put to assorted constructive purposes
including support for *Utah Kids Ready to Read!*